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Publicity or Public Relations?

TO MANY people "public relations" is a term synonymous with "publicity"—although some librarians are beginning to say, "Public Relations includes everything, even the way the janitor cleans the steps and the girl at the charge desk says 'good morning.'" The "publicity" kind of public relations tends quickly to become a succession of "bright ideas" copied from other campaigns or based on "professional advice" or inspired by the thrill of getting things in the newspapers or on the radio. The guiding principle is "all publicity is good." No attempt is made to check up whether or not it is good, or is of any value, or furthers the ends sought.

Actually, publicity is only a means to an end, and newspaper and radio publicity are only forms of means. In themselves they are useless—they are useful only if they can actually get the things done which need to be done. The fact is that only rarely does publicity lead to necessary action, and very rarely is action, if achieved, of much significance. It is not enough to say, "Well, it all helps to build up good will." What is good will? What use is it if it does not express itself in the public's help to the library to do a better job?

Public relations activity may be futile and even harmful if there are no objectives, no program, no constant check, and no self-criticism, because the mere activity lulls everybody into thinking that something is being accomplished; the energy wasted could be more profitably used in scores of different ways.

The best way to work out a sound public relations program is to set down clearly in writing what the objectives are to be. The first attempt to do this is likely to turn out to be a collection of "glittering generalities." This should not be discouraging, it should be a challenge. The general objectives should then be rewritten in terms as concrete as possible—"This is what our community needs; these are the needs our library is meeting—poorly, fairly well, and satisfactorily; these are the needs the library is not meeting at all." Then each objective should be studied through to the bitter end by trying to answer such questions as: What needs to be done to improve or extend this particular service? Whose help do we need? (Not vaguely, "the public" but what particular people?) What do we want them to do? What would lead them to do it? Who and what would influence them to do such things? How can we reach them through these influences? Can the newspapers help—and, if so, how? What kind of other efforts must be coordinated with the newspapers? How must they be timed? How can we get the final stimulus to action? And so on!

Of course, these suggestions represent the hard way—and very hard it is. The easiest and pleasantest way is just to get things into the papers—everybody comes into the library on a good publicity morning smiling happily and nobody, maybe, knows the difference.

PELHAM BARR, *Executive Director*
Library Binding Institute

CONTEMPORARY EUROPE

— *The Present Revolution*

By W. HENRY COOKE

THIS country is going through a state of convulsion in response to what is transpiring in Europe, and we ought to be clear about whatever it is that is happening. If we were in England, we would know that nothing could be more serious than the impact of this continental force. In France, Belgium, Norway, Poland, the Balkans, and elsewhere, a heavy hand rests on the life of every person. Most of the people of the whole world, as a matter of fact, have been influenced by this so-called European impulse—or is it of European origin? Maybe it is a world revolution instead of a European one.

When we think only of the national socialist and fascist phase of world unrest, which I shall hereafter refer to as "fascist," whether it be in Europe or Asia or America, excluding for the moment the socialist and



EDITOR'S NOTE: *If American libraries are to assume a role of leadership on the educational front of the nation's defense program, neither indifference nor complacency is possible. Rather is it necessary to take intelligent cognizance of what is happening in the world and seek to understand the essential nature of the conflict. Professor Cooke, who is director of graduate studies and professor of history in the Claremont Colleges, California, sees in the present struggle a fundamental revolution in class interests and suggests that, if we are to find a solution, we must achieve a new ground by planning and acting. His interpretation strengthens our belief that a conscious education in the democratic method of living must be the goal of all organized groups. For a library merely to be busy with a national defense program is not to build any permanent contribution to the solution of our national problems or to library service.*

communist phases, we do find difficulty in describing it and placing it in a category as a type of social movement. It is a common experience now to hear public speakers say that we are facing not only war but revolution. A great deal depends upon our concept of revolution when we try to determine whether or not this is a revolutionary movement. We have tended to think of revolutions as noisy and bloody uprisings of the lower classes; we seldom describe them as a participant would because we are generally not pro-revolutionaries. We think in terms of the nineteenth- and twentieth-century revolutions in Germany, or Austria, or Hungary, or Russia, or China, and of the eighteenth century in France. We seldom test our present movements by the English revolution of 1688, which was a real one in every sense but which was not a bloody affair. We seldom take into account the American revolution because we say that it was different. We even laud our own revolutionary fathers and have societies of self-congratulation to perpetuate their names. We also fail to think that our conservative bourgeois system of capitalistic individualism was ushered in by revolution against the landed aristocrats. Capitalism was born in revolution against the state, the church, the social customs, the ethical ideals of the feudal world. In the history of Mexico we have the very strange instance of a conservative colony of churchmen and aristocrats, under Iturbide, revolting from, and gaining independence from, a home country in Europe that was at that moment too liberal for them. That is the reverse of most colonial enterprises.

WHAT IS A REVOLUTION?

A revolutionary movement is about as hard to define as a liberal or a conservative person. Must there be an ideological change, a platform of beliefs, to replace those that

are being thrown out? The *Declaration of Independence* and the *Communist Manifesto* are such platforms; but all revolutions do not have them. Certainly Hitler and Mussolini do not, for they have little but declarations of grievances and of ambitions. Mussolini read Sorel's *Reflections on Violence* and got some ideas, and Hitler read Huston Stewart Chamberlain's *Foundations of the Nineteenth Century* sufficiently well to get the race theory. But there is no platform of theory; they make their theories as they go and they do not seem to be consistent in their logic.

In a revolution, must there be an overthrow of the rulers by the lower class and the establishment of a new ruling class in government? This is the Marxian socialist kind of revolution based upon the concept of class war. France and Russia had this type of revolution according to present interpretation (some persons interpret the American revolution this way), but what of Franco's Spain, the Turkey of Ataturk, Hidalgo's Mexico, or Garibaldi's Italy? No, there may be other formulae than this one.

Does a revolution have to be made of blood and thunder? No; think of England in 1688 and the 1787-89 revolution in America against the so-called revolutionary party of Samuel Adams. So we ask, is the fascist revolution a revolution? Yes, but not just because Mussolini or Hitler announce it as such. They make out that it is a world revolution with a tremendous popular following, just as Lenin did about his revolution and just as the French did in 1789. Incidentally, the concept of a continental movement in America in 1775 bears much the same imprint. The leaders of the little revolt hoped that it would be a continent-wide movement. They had a Continental Congress and continental money, but they never enrolled all of the British colonies in America, much less any others, and before they knew it they had additional revolutions in the back-country over the mountains in Carolina, Kentucky, the Ohio country, Pennsylvania, and Massachusetts. These smaller, peripheral revolutions around the revolutionary trend are occurrences worth noticing. They are not unusual. I want to refer to them again.

You will see that I infer there is a usual or normal pattern of revolution. This may or may not be so; I do not know. You may have read Crane Brinton's *The Anatomy of Revolution* or L. P. Edward's *The Natural History of Revolution*. They, like Oswald Spengler, try to find a pattern, or perhaps they even want to find a biological process, in revolutions. Dr. Brinton works through analogies and comparisons. I would agree with Everett Dean Martin's *Farewell to Revolution* that there is a social process which is common to a good many revolutions, but which is not always followed, although we may not agree with Dr. Martin on the nature of that process. George Sawyer Pettee in *The Process of Revolution* studies the whole question in a very satisfactory way.

THE FASCIST REVOLUTION

With these concepts in mind, I ask once again, "Is the fascist movement a revolution or, despite its strength, only a backwash from some other movement?"—a negative action, a peripheral revolution. With some ideas from Sorel, Nietzsche, Croce, Pareto, or Stewart Chamberlain; with chaos at hand and growing worse under 1921 or 1929 depression conditions, and accentuated by war; with ambitions frustrated and colonial enterprises either checked or entirely gone; with financial control obviously in the hands of the great nations that seemed to own most of the wealth of the earth; and with political international control predominantly resting with the powerful states, strong leadership was needed both in Italy and in Germany. What platforms should be announced? The answer was that any one which would suggest a way out was acceptable. The essential element would not be theories and laws but *leadership*. If Mussolini or Hitler could keep the confidence of his own party and of a growing popular following in addition, morale would improve, hope would come, and laws could be worked out later.

This shift from a general acceptance of government by law or agreement, so widely used as to have become the basis of world organization in 1920, to government by *deceit* was a revolution in itself. It announced

the return of an age-old practice, not new even in the fact that the leader was from the common people—Napoleon, Charlemagne, Caesar, and many others had been recruited from the ranks of the army; but it was an injection of a basic change in the usage of the modernized states of the West. It brought to an end on the continent the movement away from tyranny toward what we call a free society.

Fascism, in the second place, has brought about a denial of the many guarantees of the rights of the individual member of the state that have been slowly won by blood and treasured over many generations. This is why the dictators seem to us to be real despots in modern clothing. The efficacy of government by reason and deliberation, trial by civil courts, freedom of speech and action, independence in industrial and commercial life to a degree compatible with social welfare, freedom of worship, freedom to buy and sell and travel as one chooses, and many other rights, are replaced by a "law of the pack," with its violence and blind obedience and with its intolerance of the nonconformist, that evidently seem to the fascist leaders the only truly vigorous and efficacious way. The change is a real revolution in social standards. It frightens us with its ruthlessness and its power; with its penetrating qualities and its persuasiveness among those who are likely to gain by the revolution—for almost always someone gains by a revolution, just as someone gains by war. War is a great arbitrator whether we like to admit it or not. How shall we account for and how shall we place this fascist retrogression? Is it likely to be permanent? How did it succeed against Belgium, Norway, and France? Will it submerge the last two footholds of free government in western continental Europe—Switzerland and Sweden? Will England break from within under its persuasiveness or from outside under its military attack, and can the United States withstand it?

CLEAVAGE IN CLASS INTERESTS

It seems to me that there is a fundamental revolution in process in Europe and the western world which we must call to mind if we are to understand the fascist and na-

tional socialist revolutions. It is the cleavage between property rights and human rights. It is the struggle against capital by labor; it is the long-standing fight of the interests of the few leaders set off against the interests of the many followers. It was represented in France by Leon Blum on the left and Leon Daudet on the right; in England by Neville Chamberlain on the one hand and Ernest Bevin on the other; in the United States, by the captains of industry and "right" ideas on the one hand, and the leaders of labor and non-partisan leagues on the other. You may supply the names for yourselves. This same cleavage is reflected in art, in morals, and in literature. If Voltaire's attack upon "this best of all possible worlds" of Leibnitz is a part of a humanist movement, then surely John Steinbeck's attack on the theory that "prosperity is just around the corner" is a part of a new humanism.

BASIC STRUGGLE LONG UNDER WAY

This basic struggle was well under way by 1914 after a preliminary fight of sixty or seventy years. The recognition of labor unions as lawful organizations had been achieved, and there were laws passed that put the organized leftist groups on the road to recognition in every western country. The World War endangered the gains for a time but in the end strengthened the position of the "left" everywhere. There was national and international recognition of the right of labor to work out its own destiny. As a concomitant, there was accorded to minority racial groups the same recognition of status as was given to labor organizations—which, of course, were domestic majority groups which, ironically enough, those "liberals" who believed in majority rule had kept down.

In Russia, socialists under an extreme platform based on Marx and Lenin achieved control of the state—a success by the anti-industrialists in a region where there were few industrialists to fight. This success in Russia stimulated leftist groups everywhere and frightened their opponents. The Russians had a comintern organization to promote Communism abroad; they found waiting recipients in many countries from China on the east to California on the west. Every-

where there was unrest upon which to build, and they made rapid progress in the years immediately following 1917.

Of course this frightened most persons who were involved in a capitalistic economy. They had overreached themselves as they now began to see. They had lauded Benjamin Disraeli or John Hay or Cecil Rhodes or Andrew Carnegie or Julia Ferry. Now that Europe had run amuck on imperialistic economies and in imperialistic wars, one state competing with another, they could see their errors, to which they had before been blind. Now they had on their hands a great international danger, tied to the local domestic discontented groups which they had been able to suppress. Socialists, too, had been overobstinate in their demands, asking for total change or none. At every turn at home and abroad the socialistic cause raised its head. In America there was so much room and so ample a supply of worldly goods that the crisis did not upset the state; the business world itself nearly upset it, however, between 1929 and 1933. But in European countries a real revolution was on hand—the major revolution of our time, in my opinion. It had its origin in Rousseau, Hegel, Riccardo, and the French Revolution, and is grounded in the system which it seeks to overthrow.

NEW HUMANISM TAKES VARIED FORMS

The various states coped with this awakening in various ways. In Norway the Communists won extensive power; in England, Sweden, Belgium, Holland, and Greece, a socialized monarchy found new means of admitting the "new humanism"; in Switzerland and Czechoslovakia republican socialized states followed moderate courses; in Spain in 1931 there was a social and political revolution and a republic of "leftist-class" type was established. In Poland there was something akin to republican tyranny and a negation of the movement. In France there was a wide cleavage between forces of the left and of the right, the exact counterpart of the gulf found generally over Europe. This breach was never closed from the Dreyfus affair in 1898 to the capitulation last June. There had been so much divisiveness of

spirit that the very unity that gives essence to the state was undermined. This largely explains French unpreparedness and defeat.

In Italy there was socialist government which so completely abused the public as to give vent to a fascist reaction. If you read Mme. Balabanoff's memoirs, *My Life as a Rebel*, or Borgese you will see Mussolini first in the socialist camp and then in the fascist. The forces that hated Marxian Socialism and Communism were turned to help the fascists. Even the church could be placated by treaty in 1929, thus forming the glorious spectacle of two antagonistic universal absolutes accommodating each other within the framework of a single rather narrow plan of action. Evidently this is going to take place again in Germany.

In Germany, the moderate socialist Republic of Weimar was so cumbersome and ineffective, and the entente states gave it so little mercy, much less support and confidence, there was an ever present danger of Communism. It was on this danger, along with many other humiliations and grievances, that Hitler built. He gave the hope that was needed to bring the monarchists, the army, the capitalists, the imperialists, the great industrialists, and the masses of workmen, employed and unemployed, agricultural and industrial, together. It took him several years to get control of these many diverse groups. It appears to us now that he represents the interests of no one of them unless it be the imperialists. He has betrayed the interests of one after another, and more particularly he has betrayed the socialist and labor left in its real fight for free collective bargaining, free parliamentary rights, full civil and industrial rights. In other words, to the struggle for equalitarian position for the common man, Hitler has been an enemy. He likewise has been an enemy to capital. He seems to have had the hallucination that he has personified the interests of both capital and labor, when in reality he has exploited both.

I think that the fascist movement is a perversion of the basic revolution, because fascism denies the essential qualities of both sides of the fundamental rift. It seems to me

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LIBRARIES *and the* NATIONAL DEFENSE

By GRACE A. ENGLAND

HOWEVER much we may deplore the necessity for an extensive program of national defense, we must realize as librarians that we have here a commanding opportunity to demonstrate the importance and effectiveness of print, not only as a source of information for business and industry, but as a means for the strengthening of democratic principles.

The major problem that confronts us today is one of assembling and disseminating information which will lead to an understanding and appreciation of the rights and privileges won for us by our forebears, "that ineffable gift of freedom that we possess as a nation committed to democratic processes," to quote the director of the American Association for Adult Education. The protection of this heritage demands an educational preparation of the masses of our people more widespread and intensive than anything we have known before. Whether or not we can preserve our way of life depends as much upon the success of this educational preparation as upon the success of the armament program.

In his article "Democracy and Defense" in *Common Ground* for October, 1940, Dr. Robert M. Hutchins, of the University of

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EDITOR'S NOTE: *As we move rapidly forward in our plans for national defense, it is imperative that we consider the importance of the world of print which can be so effective a weapon in building democratic morale and preserving national unity. Miss England holds that the library has both grave responsibility and exceptional opportunity in the program of "Education for the Common Defense." The author of this article is the librarian of the Downtown Library, Detroit, and treasurer of the Michigan Library Association.*

Chicago, effectively poses some of the questions that arise and gives his own conclusions. "Is democracy a good form of government? Is it worth dying for? Is the United States a democracy? If we are to prepare to defend democracy we must be able to answer these questions. I repeat that our ability to answer them is much more important than the quantity or quality of aeroplanes, bombs, tanks, flame-throwers, and miscellaneous munitions that we can hurl at the enemy . . . In the great struggle that may lie ahead, truth, justice, and freedom will conquer only if we know what they are and pay them the homage they deserve. This is the kind of preparedness most worth having, a kind without which all other preparation is worthless."

It is agreed on every hand that a renewed national unity is needed. It is important that all Americans of whatever creed, color, or race become aware of their common heritage and common future. There is no time now for a passive acceptance of such a pronouncement. Only an active and vigorous program can suffice.

UNDERSTANDING OF WORLD FORCES

What are some of the specific objectives of such a program? We might put first an understanding of the world about us, of the forces that are in conflict. We will be certain that our citizens have access to an abundance of reliable information which will help to clarify their thinking about these forces. Young John Kennedy's *Why England Slept* is helpful in arriving at an understanding of the present situation and of the events leading to the cataclysm we are witnessing. Mrs. Lindbergh's new book, *The Wave of the Future*, arguing the inevitability of forces at large in the world, might well be balanced by more copies of such a book as L. B. Perry's *Shall Not Perish from the Earth*. Books about Latin America will serve

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to explain the background of hemispheric defense policy; and the new list, "Latin-American Books for North American Readers," by Betty Adler, will guide in choosing the best titles (American Library Association, October, 1940). Nor will we be content with a single copy of many of the books we choose. We will realize that in widespread distribution may be our salvation and we will not begrudge the occasional novel that must be eliminated.

FAITH IN AMERICAN IDEALS

Next we might place an understanding and quickening of faith in the ideals upon which the American concept of free self-government rests. Particularly is it necessary to help young people recognize the values and meaning of American ideals so that their defeatism and cynicism as to the workability of democratic processes may be checked. In our search for exactly the right materials with which to meet this need, we will need to examine new publications very carefully, remembering, as Willard Heaps points out in the October, 1940 *Wilson Library Bulletin*, that much vicious and harmful propaganda is being issued under the false front of Americanism, patriotism, and the like. Helpful suggestions can be obtained from the American Youth Commission's report on *Youth Defense, and National Welfare* (744 Jackson Place, Washington, D.C.) and from "Faith for Living," a list compiled by the New York Public Library on the spiritual values in democracy (*Branch Library Book News*, October, 1940).

MORAL DEFENSE THROUGH EDUCATION

We must devise means to help preserve some of the most important ideals of democracy—the conception of the dignity and importance of the individual, and the principle of human equality and brotherhood; the processes of free inquiry, discussion, and criticism which lead to group decisions; the canons of personal integrity, honor, and fairness; tolerance. Educators are greatly disturbed by the frequency and strength of racial and other antagonisms among school children. Such antagonisms and antipathies

usually reflect those of the adults to whom the child looks for guidance. We must find some way to rebuild our old American ideals of tolerance and of respect for the achievements of those of us who differ from the majority in race, creed, or other ways. We will give some intensive thought to the foreigners in our midst, especially the refugees. Have we the books which will help them to understand and become part of this country? Do we make our libraries easily used by these strangers? In the first issue of *Common Ground*, Louis Adamic has an article, "The Crisis Is an Opportunity," which is rich in suggestions and ideas. Many of these can be used in libraries. The entire January, 1940 issue of the *American Teacher* (506 S. Wabash Avenue, Chicago) is devoted to racial understanding.

BIBLIOGRAPHIC AIDS

Fortunately, there are several bibliographical tools to aid us. In the February, 1941 issue of *New York Libraries*, under the title "Defense—Not by Arms Alone" there is a discussion of recent books which present the democratic and totalitarian points of view in government. The November, 1940 issue of the *Book Mark* (University of the State of New York) contains an extensive annotated reading list on the present crisis entitled "America Prepares." In "A New World Order" (*Booklist*, February 1, 1941) Fern Long of the Cleveland Public Library discusses some of the books which will help us to a more competent understanding of the changes taking place in the world. "Dangers to Democracy" (American Library Association, December, 1940) is a very extensive list made up of titles submitted by fifteen co-operating libraries. "Industrial Training for National Defense" by C. M. Mohrhardt (American Library Association, August, 1940); "Aeronautic Training for National Defense" by Paul Howard (American Library Association, November, 1940); "Engineering Defense Training" by H. W. Craver and H. A. von Urff (American Library Association, November, 1940); "The Shop's Library, Material Useful for Elementary Training," by Iva Winterfield (American

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INCREASED SCOPE of TRUSTEE RESPONSIBILITY

By J. J. WEADOCK, JR.

IT IS only reasonable to surmise that the trustee of a public library should feel that his first duty is to administer and conduct the affairs of his own local library and to solve to the very best of his ability its many problems. This is but natural in all of us because we realize that we have accepted from the officials of our communities a trust which discloses many obligations.

PERSONNEL AND BOOK STOCK

We owe to our communities a wise and satisfactory leadership. We owe to our library the appointment of a competent, well-trained librarian and of a staff as well-equipped and as highly trained as our budget will afford; for in my estimation the staff is one of the most important cogs in our system. These hard-working men and women act as the buffer between the reading public and their ever-increasing demands on the one hand, and the Board of Trustees and their policies on the other. It is this ever-loyal group of assistants and their devotion to their work which make up one of the bright spots in our educational field. I have observed them behind the scenes and at their desks, and I know of no other group displaying such sympathetic approach to the human problems of the reading public, such



EDITOR'S NOTE: *Library conditions and needs today require concerted action to develop and maintain an effective library program. An isolationist policy cannot cope with modern organized forces. Mr. J. J. Weadock, Jr., President of the American Library Association Trustees Section, an Ohio attorney and trustee of the Lima Public Library, believes a trustee group can be one of the library's most effective spokesmen. He urges the united front of state trustee groups and the building of strong state associations.*

patience, and such scholarly attainments. For this, their material reward is meager.

We trustees should do everything in our power to assist our staffs and make their working conditions as suitable as possible. In small and medium-sized libraries the trustee should be acquainted personally with the library staff; in our larger libraries, there should be some means of fostering a more personal association between staff and board. A close relationship between those who have a common purpose tends to make that purpose an easier goal to reach.

With a competent librarian and a well-organized staff, our next endeavor is to keep our library adequately supplied with proper and fitting reading material. Our aim should always be to strive for a book stock sufficient to meet our local requirements. These are the prime essentials of a good library. With them taken care of, the trustee can look forward to the solving of outside problems which are always confronting us in this era of rapid change. Like the church and the school, the public library is now an integral and essential part of the community. The rapid growth of our libraries in the last few years is the result of a complete upheaval of our economic system. Today we are charged with making American citizens. We start educating our citizens before they reach the school, and we continue their education after our colleges have awarded them their degrees. We start them on the right educational path, and we carry on with the task where the schools and colleges leave off.

ECONOMIC CHANGES AFFECT LIBRARY

For many years the public library was known only to a few in our communities, and its operation was indeed simple. Those who patronized it were looking either for cultural reading on the one hand, or light fiction for recreation on the other. There were

only certain types of literature for which there was a demand. Only the educated few realized that the library was a part of their life. This privileged group, the sophisticated few, traversed the little side street to the small frame or brick building that housed our collections. The library budget was meager. If something special were wanted, library friends were solicited or a remembrance from a departed patron used.

During those years no great burden seemed to be placed upon the tax rolls. But with the first World War, with standards of education sharply rising, with finance and business requiring a better educated personnel, and with our economic life going through a drastic change, the library became conscious of a serious problem. We were compelled to meet this change, to stock our shelves more adequately, to equip ourselves with additional personnel to meet the ever-increasing demands. This meant larger budgets and a greater drain upon tax revenues.

But our problem was not the only one to grow. The economic system grew out of hand and the mechanical age progressed too rapidly for human ingenuity to take up the backlog. As a result, we faced one of the greatest periods of unemployment this country had ever experienced.

Unemployment meant idle hands and idle minds—men in enforced leisure through no fault of their own; men who were active and men who needed mental stimulation. Such people, resenting idleness, disillusioned and discouraged, might easily welcome revolution. The public library was their only recourse. You and I recall the sudden and unprecedented drain on our resources. Our reading rooms were filled to capacity and circulation mounted daily to never-before-reached heights. The remarkable results obtained from this use of worthwhile reading certainly gave proof of the soundness of the statement of that great American, Thomas Jefferson, who said, "Enlighten the people generally, and tyranny and oppression of body and mind will vanish like spirits at the dawn of day."

It was a great satisfaction to see the laborer requesting reading material along mechanical lines, utilizing our reference departments

for books to better his station in life—books which now, because of his extra leisure time, he had the opportunity to read. It was interesting to check the circulation and reference departments on the reading material requested by the office worker who also was caught by the depression and to see the great number of men and women who were taking advantage of this dark period to better their positions in life, to rekindle a hobby or a desire for knowledge in another field, which during their working years they never had the opportunity of acquiring. Many were the dull days brightened because the free public library had in its stacks those treasures which booklovers had been forced in the past to forego due to lack of time.

INCREASED DEMANDS AND DECREASED REVENUES

The darkest days of the depression were to me the brightest in the history of the library. But unemployment meant new problems for board and staff. Budgets were reduced and salaries had to be made to fit. However, the staff carried on with less pay and additional work. It was an inspiration to see this loyal group meet the emergency, paring a little off the food and clothing budget, but as long as possible, setting aside a portion of their pay envelopes to defray the cost of further education.

Unemployment meant lack of funds to purchase necessities which brought to county, state, and nation the great relief problem—a problem which could be met only with public funds. New taxes and more new taxes: still the revenues received could not meet expenditures. The result was that those who were not prepared, those who did not know government, suffered at the hands of departmental heads who were wise in the game of shifting budgets.

Many libraries found their budgets cut at a time when a terrible burden was being placed upon them to give adequate service to the greatly increased reading public. Demands for higher budgets met with refusal on the grounds that every cent of additional revenue was needed urgently to meet relief. Little did many government officials realize that while welfare groups, community kitch-

ens, and relief orders were feeding the bodies of men, the public libraries were one of the greatest welfare agencies feeding the minds of these men.

CONCERTED TRUSTEE ACTION NEEDED

The library trustee was not politically minded and, of course, could not cope with those who were in the practice of politics as a livelihood. We were only a local institution and were interested only in our local library. But when this emergency arose, the trustees soon became aware of the fact that many of our local problems were shared by trustees of other libraries. Those who desired to solve these many new problems looked around for help and suggestions. We saw how the schools had slowly but surely organized themselves in our states into well-knit groups working for the betterment of all the schools. We saw how practically every local civic organization was in some manner or means connected with a state organization to meet the whole problem rather than attempt a poor solution for the immediate local one.

Naturally, library conditions and needs throughout a state were similar. In my own state, when we saw our libraries facing the possible closing of doors because of lack of funds, when we noted the many overlapping revenue bills harmful to our existence which were facing the opening session of our legislature, we decided that it was time to take action. We realized that the organization of a state trustees' group was necessary so that we could have a common meeting ground to discuss our mutual problems and exchange ideas. We formed such an organization. Today the result is a keener interest in, and a more efficient service to, the local libraries which we represent. United in action for the general good and for the advancement of library service, we were a group of individuals who represented a branch of the educational field of our state. As such we received recognition from others interested in state government. As an association, we could solicit the support of other state associations interested in the betterment of our society. We discussed our problems and our needs with our friends and made them conscious of the necessity of

maintaining adequate library service for our communities.

Our association, with the kind assistance of the Ohio Library Association, Friends of the Library, the Parent-Teacher Association, the School Association, the League of Women Voters, and the Federated Clubs, not to mention many others, was able to protect and uphold healthy legislation. We were also able to obtain by education the rejection of harmful legislation. The library structure of Ohio was saved with very few of our institutions forced to close before the much needed revenue was obtained.

EDUCATION OF PUBLIC OPINION

We soon found, however, following such accomplishments, that the work of the trustees had just begun. We now appreciate the fact that today we must constantly guard our position and at every opportunity educate our citizens on how valuable an asset to the community is their public library. We have accepted a responsibility, and I feel sure that today one of the most important tasks we as trustees have is the education of public opinion to insure adequate support and justified legislation for an institution whose possibilities for service, due to lack of public understanding, have not yet been realized. This cannot be solved locally, nor can it be approached by different methods of procedure in each community. The program of education is, to say the least, a state-wide program; and if we (I say "we" meaning all library trustees) wish to preserve the American public library and its objectives, this program of education will become a national project.

STATE TRUSTEE ASSOCIATIONS

To instruct our citizens sufficiently, we must all strive to secure a vehicle for unified action. The only sensible vehicle I know of is a state association of library trustees. With this organization perfected, the national unification is simple, since through the new Trustees Division of the American Library Association there now is an organization which can readily handle the shaping of national library policies. With a strong, militant state group, it is only natural to believe

(Continued on Page 25)

ASSOCIATION NEWS

Reported by the M. L. A. Executive Committee

STATE BOARD APPOINTMENT CONFIRMED

THE appointment of Mrs. Florence B. Dearing to the State Board for Libraries, made by former Governor Luren D. Dickinson, July, 1940, was confirmed by the Senate on Wednesday, February 19. Mrs. Dearing's term of office will expire in 1945.

TRUSTEES SECTION

The next issue of *The Michigan Librarian* will carry the names of a committee, composed of both trustees and librarians, who will work out plans for a Trustees Section meeting at the Convention in Traverse City next October. Since no business meeting was held in 1940, this will be done in conformance with a recommendation approved at the Trustees Dinner in Grand Rapids on October 19, 1940.

SCHOLARSHIP FUND

In one of the early meetings of the Institute and In-Service Training Committee last year, it was suggested that a Scholarship Fund would be helpful in aiding persons who gave promise of advancement in library work to secure more training so that they would be of greater value to the community in which they work and to the library profession throughout the state. Since it was felt that those persons who had guided the Association through its first fifty years of achievement would be more aware of the benefits of such a fund, the past presidents were given an opportunity to establish it. They responded immediately and the M.L.A. Scholarship Fund came into existence. However, it is still in its infancy and needs to grow—like a weed it is hoped. Contributions in any amount from any interested person will be greatly appreciated by the Scholarship Fund Chairman, Miss Nina K. Preston, General Library, University of Michigan, Ann Arbor.

At a meeting of the Institute and In-Service Committee at Lansing, February 18,

Miss Preston reported that the Scholarship Committee decided to release not more than fifty-five dollars of the scholarship fund of \$155.00 for scholarships this year. It was also decided to use the fifty-five dollars to pay the expenses of one candidate from each district to any one of the Institutes to be held this summer, candidates to be selected by the district officers. The committee advised that the following four principles be used as guides in selecting candidates: The candidate is now in library work and expects to stay in library work. Awards should go to persons who will receive greatest benefit from Institutes. Awards will be given to persons who would not be able to attend the Institutes without scholarship aid. Excellence of contribution to the local library should also be considered.

TRAINING TEACHER-LIBRARIANS

THE M. L. A. Sub-committee on Teacher-Librarian Training has held four meetings so far with representatives from the state teacher-training institutions, the Department of Public Instruction, the Coöperative Teacher Education Study, the Secondary School Curriculum Study, and the University of Michigan Bureau of Coöperation to discuss problems of training teacher-librarians. The new state certification requirements for school librarians go into effect in July, 1941, so our teachers colleges must set up some kind of courses this summer to meet the demands of teacher-librarians. As a result of their discussions and a study of the needs of teacher-librarians, these temporary courses will develop into a permanent curriculum based on the needs of school librarians and sound educational principles.

At the present time the group is considering a set of recommendations on which to set up such a curriculum to be presented to the State Association of Teacher College Presidents and the State Extra-Legal Advisory Committee on Education.

LEGISLATIVE PROGRAM-1941

Introduce State-Aid Bill March 20

OUR efforts in the field of legislation are centering upon a revised and simplified State-Aid Bill for introduction in this Legislature. A small group of librarians and legally minded friends of librarians, who have had experience with the actual working of the 1937 Act, have been giving of their time generously and working diligently upon revision, keeping in mind criticisms and suggestions from various sources. This work is nearing completion; we hope to have the bill ready for introduction within the next few weeks.

WILL ASK FOR \$500,000

The governor's legal adviser has stated that a new bill would have to be introduced so that the appropriation section would be effective. This section will again ask for \$500,000. As formerly stated, the fund is to add to public library service already established, not to relieve communities of their responsibilities. A more liberal allotment has been set up for the equalization fund, which creates grants for establishing county libraries and provides added aid for building up existing libraries in the poorer sections of the state.

It is well to repeat in regard to certification requirements of personnel that they are not retroactive, and do not affect those already in service at the time of the enactment of this Act.

WRITE OR SEE YOUR REPRESENTATIVE

A well-organized campaign of first-hand information will be necessary both at Lansing and out in the state. It is hoped that the membership of the Michigan Library Association can be kept well-informed so that they may be interpreters to the individual legislators of the various districts. The chairmen of the seven Michigan Library Association districts, as well as the members of the Legislative Committee, are working early and late to this end.

To date, the State Commander of the American Legion and the State Legislative Chairman of the American Association of University Women have signified their willingness and that of their membership to assist us in our efforts; we may, therefore, feel free to call upon these local organizations when needed.

At this time the State Aid Bill has precedence over other legislative questions needing consideration.

JEANNE GRIFFIN, *Chairman*
MAUD GRILL
DOUGLAS W. BRYANT } *Co-Chairmen*
Legislative Committee

BULLETIN—MARCH 14, 1941

SINCE the above statement was written, we have information that arrangements have been made for the introduction of the State-Aid Bill by Senators Joseph A. Baldwin of Albion and Earnest C. Brooks of Holland on Thursday, March 20.

You will receive information regarding the number of the bill, as well as printed copies of it, through your district chairmen as soon as they are available. The passage of this legislation will again be dependent on the efforts of librarians, trustees, and library readers throughout the state. As in 1937, the success of this campaign rests on the constant attention and work of all of us.

It is not too early to bring information on library state aid to groups in your communities, emphasizing the benefits for your district, as well as the grave problem arising from the fact that approximately 25 per cent of the people of Michigan are without public library service. This bill, like its predecessor, provides a ten-year program for the establishment of libraries to cover the state.

As an aid in making contacts with legislators, there appears on the following two pages a map divided into the senatorial districts and a listing both of the senators and the representatives in the 1941 Legislature.

Michigan Legislature of 1941

REPRESENTATIVES

Alcona County—See Alpena District	Lapeer County	Byron Courter, Imlay City
Alger District	Leelanau County—See	Charlevoix District
(Alger, Schoolcraft, Luce)	Lenawee County	Fred Rodesiler, Riga
Allegan County	Livingston County	Charles P. Adams, Howell
Alpena District	Luce County—See	Alger District
(Alpena and Alcona)		
Antrim District	Mackinac County—See	Emmet District
(Antrim, Kalkaska, Missaukee)	Macomb County	Louis Priehs, Mt. Clemens
Arenac District	Manistee County	Dewey W. Loomis, Wellston
(Arenac, Iosco, Ogemaw)	Marquette County	C. F. Sundstrom, Michigamme
Baraga County—See	Mason County	R. Stephens, Sr., Scottville
Ontonagon District	Mecosta District	Colin L. Smith, Big Rapids
Barry County	(Mecosta and Lake)	
Bay County, District 1	Menominee County	James A. Spies, Menominee
District 2	Midland District	John W. Thomson, Midland
	(Midland and Gladwin)	
Benzie County—See	Missaukee County—See	Antrim District
Wexford District	Monroe County	Robert N. Sawyer, Monroe
Berrien County, Dist. 1	Montcalm County	W. G. Herrick, Hubbardston
Dist. 2	Montmorency County—See	Presque Isle District
	Muskegon Co., Dist. 1	M. E. Scherer, Muskegon
Branch County	District 2	Robert Douma, Whitehall
Calhoun County, Dist. 1		
Dist. 2	Newaygo District	William C. Bird, Hesperia
Cass County	(Oceana and Newaygo)	
Charlevoix District	Oakland Co., Dist. 1	G. N. Higgins, Ferndale
(Charlevoix and Leelanau)	Dist. 2	Clark J. Adams, Pontiac
Cheboygan District	Oceana County—See	Newaygo District
(Cheboygan and Otsego)	Ogemaw County—See	Arenac District
Chippewa County	Ontonagon District	W. C. Stenson, Greenland
Clare County—See	(Baraga, Keweenaw, Ontonagon)	
Osceola District	Osceola District	John W. Dunlop, Clare
Clinton County	(Clare and Osceola)	
Crawford County—See	Oscoda County—See	Presque Isle District
Presque Isle District	Otsego County—See	Cheboygan District
Delta County	Ottawa County	Nelson A. Miles, Holland
Peter R. Legg, Escanaba	Presque Isle District	William Green, Hillman
Dickinson County	(Crawford, Montmorency, Oscoda, Presque Isle, Roscommon)	
J. Goulette, Iron Mountain	Roscommon County—See	Presque Isle District
Eaton County	Saginaw County, Dist. 1	H. J. P. Graebner, Saginaw
C. D. Williams, Charlotte	Dist. 1	Walter F. Remer, Saginaw
Yorgen Jespersion, Petoskey	Dist. 2	James Graham, Freeland
(Emmet and Mackinac)	Sanilac County	A. P. Decker, Deckerville
	Schoolcraft County—See	Alger District
Genesee County, Dist. 1	Shiawassee County	V. O. Braun, Owosso
Dist. 1	St. Clair County, Dist. 1	S. C. Benedict, Port Huron
Raymond J. Snow, Flint	Dist. 2	Roy T. Gilbert, Algonac
E. W. McEwen, Sr., Flint		Homer L. Allard, Sturgis
	St. Joseph County	Audley Rawson, Cass City
Gladwin County—See	Tuscola County	Edson V. Root, Sr., Paw Paw
Midland District	VanBuren County	Joseph E. Warner, Ypsilanti
Gogebic County	Washtenaw County	W. G. Buckley, Fred R.
John Sabol, Ironwood	Wayne County, Dist. 1	Dingman, S. J. Dombrowski, Earl C. Gallagher, Edward H. Jeffries, Joseph J. Kowalski, Martin A. Kronk, Gerald L. Murphy, James J. Murphy, John B. Murphy, Joseph F. Nagel, Francis J. Nowak, Michael J. O'Brien, John J. Poleski, Adam W. Sumeracki, Edward J. Walsh, Horace A. White, all of Detroit.
Grand Traverse County		Dist. 2
A. Engstrom, Traverse City		F. J. Calvert, Highland Park
John B. Smith, Alma		Dist. 3
James I. Post, Hillsdale		W. N. Stockfish, Hamtramck
Harry Hermann, Laurium		Dist. 4
G. O. Harma, Atlantic Mine		F. J. Gartner, Wyandotte
Howard Nugent, Bad Axe		Dist. 5
Fred L. Kircher, Lansing		Edward F. Fisher, Dearborn
Dora H. Stockman, East Lansing		Charles H. Nixon, Cadillac
Bert J. Storey, Belding		
Ionia County		
Iosco County—See		
Arenac District		
Iron County		
C. G. Lindquist, Iron River		
Isabella County		
P. Landon, Mt. Pleasant		
Jackson County, Dist. 1		
Haskell L. Nichols, Jackson		
Dist. 2		
Floyd E. Town, Jackson		
Kalamazoo Co., Dist. 1		
James B. Stanley, Kalamazoo		
Dist. 2		
Ural S. Acker, Kalamazoo		
Kalkaska County—See		
Antrim District		
Kent County, Dist. 1		
Andrew Bolt, Grand Rapids		
Dist. 1		
Ate Dykstra, Grand Rapids		
Dist. 1		
O. E. Kilstrom, Grand Rapids		
Dist. 2		
C. R. Feenstra, Grand Rapids		
Dist. 3		
Maurice E. Post, Rockford		
Keweenaw County—See		
Ontonagon District		
Lake County—See		
Mecosta District		

Michigan Senatorial Districts



SENATORS

District	Name and home city
1	ERNEST G. NAGEL, Detroit
2	LEO J. WILKOWSKI, Detroit
3	CHARLES C. DIGGS, Detroit
4	JAMES A. BURNS, Detroit
5	CHARLES S. BLONDY, Detroit
6	CARL F. DELANO, Kalamazoo
7	J. T. HAMMOND, Benton Harbor
8	EARL L. BURHANS, Paw Paw
9	JOSEPH A. BALDWIN, Albion
10	C. JAY TOWN, North Adams
11	GILBERT H. ISBISTER, Port Huron
12	GEORGE P. McCALLUM, Ann Arbor
13	ROBERT B. McLAUGHLIN, Flint
14	HARRY F. HITTLE, Lansing
15	HERMAN H. DIGNAN, Owosso
16	EARL W. MUNSHAW, Grand Rapids
17	M. HAROLD SAUR, Kent City
18	CLARENCE A. REID, Detroit
19	ELMER R. PORTER, Blissfield
20	LEONARD J. PATERSON, Sandusky
21	STANLEY NOWAK, Detroit
22	CHESTER M. HOWELL, Saginaw
23	EARNST C. BROOKS, Holland
24	JERRY T. LOGIE, Bay City
25	D. HALE BRAKE, Stanton
26	DON VANDERWERP, Fremont
27	JAMES T. MILLIKEN, Traverse City
28	BEN CARPENTER, Harrison
29	OTTO W. BISHOP, Alpena
30	JOSEPH A. LaFRAMBOISE, Gladstone
31	D. STEPHEN BENZIE, Norway
32	WILLIAM C. BIRK, Baraga

The Michigan Library
Association Urges you to
See your Legislators

THE LIBRARY—1941

THE following statement of policy, presented by Mary U. Rothrock for the American Library Association Executive Board was unanimously adopted by the A. L. A. Council at its meeting on December 29:

"The American Library Association believes it is the privilege and duty of every library and library agency in North America to make its books and services contribute in all possible ways to the preservation and improvement of the democratic way of life.

"Public libraries, large and small, urban and rural; libraries in schools, colleges, and universities; research libraries; special libraries—each one should make its services indispensable to its own community and to the country; and each member of every library board and staff must share the responsibility.

"Libraries must help the unskilled, unemployed man preparing himself to hold a job in an essential industry; the skilled worker preparing himself for greater responsibility; the engineer re-educating himself for defense activities; the designers of airplanes, motors, tanks, guns, and ships; the research workers in science and industry; the farm worker who must adjust himself to new economic conditions.

"The wars now being waged are not merely against nations and races. They have as their aim the destruction of ideas as well, even in those countries not engaged in military combat. The freedoms and principles which represent the highest achievements of civilized society are menaced, from abroad and at home. Libraries are inevitably involved in this war of ideas.

"Unusual opportunities exist to increase understanding of what democracy is, what its achievements and failures have been, and above all what its future can be if it again becomes, in the minds of all, not something achieved, but a way of making life what we wish it to be. Because some knowledge of the governmental systems with which it is in conflict is essential to such understanding, reading should be encouraged and facili-

tated, not only on democracy, but on other ideologies. Propaganda against democracy should not be feared and avoided but confronted with evidence and informed interpretation.

"The war and its causes, our own country's relation to it, aid to Great Britain, hemispheric solidarity, problems of the Pacific, social reconstruction at home, the kind of peace we want, the kind of world organization—these and scores of other war-time subjects need public consideration and reasoned discussion in the light of facts available in books. It is the duty of the library also to be aware of local problems and to give creative help in their solution.

"The present situation calls for a positive program of stimulation and leadership. Libraries have an opportunity to promote the reading of thought-provoking books on socially significant questions; they have an obligation to make it difficult for people to escape the influence of such books. It is as essential for librarians to know what subjects are vital as to know what books are good. A generous provision of books and services on all aspects of current problems and their historical antecedents is a major obligation of the library in times like these.

"Intellectual freedom is never permanently assured. It is especially endangered by war. The right of the citizen to find in his library the best material on all sides of controversial public questions must be protected.

"The library cannot work alone, but must cooperate with all other agencies concerned with research, education, training, and the diffusion of ideas. Schools, colleges, debating clubs, forums, organized groups of many kinds—all now need to an unusual degree the materials and services of the library in fields related to society's present problems. The library must anticipate and stimulate, as well as meet, these needs.

"The essential internationalism of intellectual materials should lead every librarian and library trustee to assist in maintaining respect for the cultural achievements of all

(Continued on Page 22)

AIDS to *Effective* GROUP DISCUSSION

As a means of furthering understanding and study, group discussion can be an effective instrument. It can also be a wasteful pastime. Many clubs, schools, and organizations throughout the state, representing rural and urban groups, young and old, formal and informal agencies, are planning programs based on discussion groups. Leaders of these groups as well as others will find the material listed below helpful and suggestive. Some of the pamphlets are free and others are available at nominal cost.

The American Way; Democracy at Work in the Des Moines Forums, by J. W. Studebaker. 206p. 1935. N.Y., McGraw. \$2.00.

Gives many suggestions concerning the work of leaders of forums, as well as subjects for discussion, instructions to panel members, and samples of study guides.

Coöperative Discussion Circles, by Educational Department, Ohio Farm Bureau. 24p. n.d. Author, Columbus, Ohio. \$.10.

A guide book on the organization and leadership of discussion groups.

Creative Discussion, by A. D. Sheffield. 3d. ed. 68p. 1939. N.Y., Association Press. \$.50.

For the organizer and leader of discussion groups.

Discussion Methods Explained and Illustrated, by J. V. Garland and C. F. Phillips. 2d rev. ed. 378p. 1940. N.Y., Wilson. (Reference Shelf, vol. 12, no. 2) \$1.25.

Presents a clear statement of the requirements for current discussion methods together with representative examples.

Discussion Methods for Adult Groups, by Thomas Fansler. 149p. 1934. N.Y., American Association for Adult Education. \$1.50.

Describes methods of procedure for the forum, the informal study group, and the panel discussion, and gives records of typical meetings.

Effective Group Discussion: a Guide for Group Members, by Thomas Fansler. 25p. 1937. New York University, General Education Division. Department of Research. (Adult study outline no. 2) \$.15.

Written for the participant in group discussion rather than for the leader.

Forums for Young People, by J. W. Studebaker and others. 113p. 1937. Superintendent of Documents, Washington, D.C. (U.S. Office of Education, Bulletin, 1937, no. 25) \$.15.

A study of problems and plans involved in providing forum discussions for high-school and college students, and for young people in the community.

How to Conduct Group Discussion, by A. F. Wiledon and H. L. Ewbank. 64p. 1935. Madison, Wisconsin University. College of Agriculture. Extension Service. (Circular no. 276) Free.

A good "how to do it" manual describing several forms of discussion and the procedure to be followed.

How to Lead Discussion: a Guide for the Use of Group Leaders, by L. E. Bowman. 31p. 1934. N.Y., Woman's Press. \$.35.

A valuable manual for beginning groups; presents the value of discussion methods, the leader's job, the preparation for and conduct of meetings, and possible pitfalls.

How to Plan Discussion Programs, by R. A. Polson. 8p. 1939. Ithaca, N.Y., Cornell University. (Extension Bulletin no. 419) \$.03.

A Manual of Group Discussion, by L. S. Judson. 184p. 1936. Urbana, Illinois Agricultural Experiment Station. (Circular no. 446) \$.35.

Though intended for use by rural groups, much of the material in this elementary manual will prove valuable to any group.

Modern Group Discussion, Public and Private, by L. S. Judson and E. Judson. 198p. 1937. N.Y., Wilson. (Reference Shelf, vol. 11, no. 6) \$.90.

How group discussion may be organized and conducted, and how participation may be stimulated and results evaluated.

The Panel Method of Conducting Discussion, by American Association of University Women. 4p. 1933. Author, Washington, D.C. Free.

A 4-page mimeographed outline of the procedure to be followed in conducting this type of group discussion.

Principles and Methods of Discussion, by J. H. McBurney and K. G. Hance. 452p. 1939. N.Y., Harper. \$2.50.

The discussion method in theory and practice.

Public Affairs Pamphlets, by U.S. Office of Education. 85p. 1937. Superintendent of Documents, Washington, D.C. (Bulletin, 1937, no. 3) \$.10.

An index to inexpensive pamphlets on social, economic, political, and international affairs which would be useful for discussion groups.

Public Affairs Pamphlets, Supplement no. 1, by U.S. Office of Education. 67p. 1938. Superintendent of Documents, Washington, D.C. (Bulletin, 1937, no. 3, Supplement no. 1) \$.10.

A listing of 500 recent pamphlets not included in the original bulletin.

Talking It Through: a Manual for Discussion Groups, by Department of Secondary School Principals, National Educa-

tion Association. 70p. 1938. Author, Chicago. \$.15.

Although designed for discussion groups on education, the material on organization and discussion technique is general in scope.

Teaching Adults by Discussion, by Thomas Fansler. 39p. 1938. New York University, General Education Division. \$.35.

What the discussion method is and is not; how and when to use it. Chapters 4, 5, and 6 will be particularly helpful to the inexperienced discussion leader.

What Is the Discussion Leader's Job? by Extension Service, U.S. Department of Agriculture. 21p. 1937. Author, Washington, D.C. (Pamphlet D-3). Free.

An elementary pamphlet giving helpful suggestions for planning and leading discussions.

Summer Courses in Library Science

At the University of Michigan

THE Department of Library Science of the University of Michigan will offer two second-semester courses in the summer session of 1941, thus affording an opportunity of taking required courses to those who find it difficult to attend school during the semester. Instead of Course 103, Cataloging and Classification, the continuation, Course 104, will be given by Katherine Schultz, and likewise Course 112 instead of 111 in Library Administration will be offered by Cecil McHale. Three regular first-year courses will be given: Book Selection by Cecil McHale, and Reference Work and Bibliography by Eunice Wead.

In the second-year curriculum, C. B. Shaw, Librarian of Swarthmore College, will conduct seminars in College Library Administration and the Bibliography of the Fine Arts. Francis L. D. Goodrich, Librarian of the College of the City of New York, will offer a course in Library Buildings and Their Equipment. The other usual courses will also be offered. Course 271, The School Library and the School Program, will again be given by Edmon Low, Librarian of the Oklahoma State Agricultural and Mechanical College. He will also offer a new course for school librarians: Selection and Use of Materials in the School Library.

At Michigan State College

Three courses in Library Methods will be offered this summer at Michigan State College, during the six-week session to be held June 24 to August 1. The Work of the Teacher-Librarian, a three-credit course, and the Secondary School Library (for school administrators only), four credits, will be offered by John T. Eastlick, librarian of the University High School, Madison, Wisconsin. Bibliographic Methods, a one-credit course for graduate students, to be given by Jackson Towne, M.S.C. librarian, is scheduled as usual under the Department of English.

A three-credit course in Children's Literature in the Field of Elementary Education will also be given, for the first time, in the six-week session. Philippa Yelland, general assistant on the M.S.C. library staff and formerly a teacher in the Lansing elementary schools, will give the course.

It is planned to expand the instruction for teacher-librarians in subsequent summers into a two-summer curriculum.

At Central State Teachers College

To meet the demand for teachers who can also take charge of a small school library, Central State Teachers College is inaugurating a course in teacher-librarian

training this summer. Two courses particularly designed to give the essential information necessary for teachers to organize and direct the activities of libraries in those schools which do not employ full-time school librarians are being offered.

Library Service 311, Care and Organization of Library Material, will cover the technical processes necessary to organize and properly care for library materials in a school library. A study of the classification and cataloging of books adapted to a school library will be made. It will also consider such practical problems as: preparation of books for circulation; care and repair of books; the securing, care, and arrangement of clippings and pamphlets for the information file; mounting pictures and arrangement of the picture file; how to order books and magazines; etc. This course is being taught by Eudocia Stratton of the college library staff. It is a three-hour course.

Library Service 312, Administration of the School Library, will discuss such problems as: library quarters and equipment; training and use of student assistants; relations of the library to the school superintendent, to the faculty, and to the community; coöperation with the public library; how to secure material from the state library and from other available sources; use of records; publicity. Ann F. Wheeler, Librarian of the Eastern High School Library, Lansing, is the instructor. This course is a two-hour course.

Charles V. Park, Librarian at Central State Teachers College, will offer Library Service 310, Use of Books and Libraries, a study of reference books in various fields of knowledge. This is a three-hour course.

Plans are now under way to develop a curriculum in the field of School Library Service so that a student may be able to complete a minor in this subject on the undergraduate level.

At Wayne University

Courses in Library Science will again be offered at Wayne University during the summer of 1941. These will include courses on both undergraduate and graduate levels. Several of the basic courses will be designed

especially for those teachers or librarians who wish to meet the new certification qualification effective in 1941.

The basic courses will include Cataloging, Classification, Administration of an Elementary School Library and Book Selection for Children and Young People. The advanced courses will be History of Books and Printing, Administration of Secondary School Libraries and Reading Guidance in the School Library.

The teaching faculty for this work will be Mrs. Lois T. Place, Director of School Libraries; Florence Cleary, Librarian of Hutchins Intermediate School; and G. Flint Purdy, Wayne University Librarian, all of Detroit. Arrangements may be made in special cases for practice work or observation in the library of the Summer Demonstration School.

Calendar of Events

SPRING MEETINGS FOR LIBRARY DISTRICTS

DUE to the success of the tentative program of library district organization in 1939-40, the Michigan Library Association, at the 1940 fall meeting in Grand Rapids, established seven library districts in the state. Each district has a chairman, secretary, and committees to carry on its work.

The plans for the 1941 spring meetings are in the process of completion and further announcements will be sent to M.L.A. members and libraries throughout the state.

The following dates and places have been selected:

April 24. District 4, Muskegon. C. Tefft Hewitt, Host; Blanche Robertson, Chairman.

May 1. District 3, Northville. Mrs. Louise Bryan, Hostess; Adeline Cooke, Chairman.

May 2. District 2, Jackson. Dorothy Dowsett, Hostess; Delbert Jeffers, Chairman.

May 8. District 5, St. Johns. Minnie Barrington, Hostess; Mrs. Gladys Miller, Chairman.

May 20. District 1, Battle Creek. Mrs. Adah McCutcheon, Hostess; Mrs. Marjorie Gallagher, Chairman.

May 24. District 7, Wakefield. Mrs. Genevieve Erickson, Hostess; Margaret Dundon, Chairman.

May 26. District 6, Hartwick Pines (near

Grayling on M-93). Mrs. Gladys Shaw Gladwin, Hostess; Helen Warner, Chairman.

SUMMER INSTITUTES

Summer institutes for librarians similar to those held last year at Hartland and Mount Pleasant are being planned for 1941 at three locations. The conferences will take place between the last of July and the middle of August, with locations and dates approximately as follows:

Hartland-Waldenwoods. Thursday, July 31 to Sunday, August 3. Cost \$5.25 per person plus \$.50 registration fee.

Upper Peninsula-Camp Shaw, southeast of Marquette. Tuesday, August 5 to Thursday, August 7. Cost \$6.00 plus \$.50 registration fee.

Mount Pleasant-Central State Teachers College. Monday, August 11 through Thursday, August 14. Cost \$2.00 per day for room and board, plus \$.50 registration fee.

MICHIGAN RURAL TEACHERS ASSOCIATION April 18.

The Library Section of the Michigan Rural Teachers Association will discuss "How Can the Rural School Get Library Service?" at its Friday morning meeting, April 18, at Traverse City.

SCHOOLMASTERS' CLUB

April 24, 25, 26.

Michigan Schoolmasters' Club holds its annual meeting in Ann Arbor, April 24, 25, 26. Dr. William E. Wickenden, President of the Case School of Applied Science, Cleveland, will be the speaker at the convocation on Friday; and Dr. Charles H. Judd, formerly Dean of the School of Education, University of Chicago, will speak on "Youth Education" at the annual dinner Friday evening.

The School Library Conference has planned its customary luncheon meeting at the Women's League. In the afternoon, Lucille Walsh, Reference Librarian, Fordson High School Library, will give an illustrated talk on "Teaching Library Training with a Colored Moving Picture" in the University General Library lecture hall.

REGIONAL GROUP OF CATALOGERS

May 1.

The Michigan Regional Group of Catalogers meet Thursday, May 1, at Ann Arbor. Those on the program are Rudolph H. Gjelsness, Chairman of the Department of Library Science of the University of Michigan, who will speak on propaganda, and Phoebe Lumaree, Cataloger of the Western State Teachers College at Kalamazoo, who will discuss the filing of government publication entries. Marjorie Vivian, of the Michigan State College Library, is group chairman.

MEDICAL LIBRARY ASSOCIATION

May 29, 30, 31.

The annual meeting of the Medical Library Association will be held this year on the University of Michigan Campus, May 29, 30, 31. The Thursday sessions will be devoted to practical library problems. Dr. William Warner Bishop will address the assembly. The history of medicine will be the topic of the Friday meetings. Colonel Harold W. Jones, Army Medical Library, Washington, D. C., speaks on special collections at the dinner. Meetings and exhibits will be held in the Rackham Building. Hotel headquarters are located at the Michigan Union.

County Librarians' Clinic

THE A. L. A. County and Regional Libraries Section will hold a series of clinics at the Hotel Vendome, Boston, June 21 to 24, from 8:00 to 10:00 A.M., according to Elizabeth T. Turner, of New Jersey, chairman of the section. "Ways to Enlist the Aid of Non-professionals in the Community," will be the theme of the clinics. A. Drummond Jones of the U. S. Department of Agriculture will lead the discussions.

Registration for the four meetings will cost \$2.00. Admission is open to all who are interested but preference will be given to county librarians and other extension workers whose applications, accompanied by the fee, are received before May 15. Total registration will be limited to one hundred and fifty persons. Applications should be sent to the section secretary, Catharine M. Yerxa, Division of Public Libraries, Room 212-B, State House, Boston.

OUR BULLETIN BOARD *Notes from here and there*

Advisory Committee Appointed

JOHN W. STUDEBAKER, U. S. Commissioner of Education, has just announced the appointment of an Advisory Committee on Public Library Service. Members of the committee will serve as counselors to the Library Service Division, U. S. Office of Education, in an intensive study now being made of public library resources and needs in defense areas.

Those who have accepted appointment to the committee include: Charles H. Brown, Iowa State College Library; Essae M. Culver, Louisiana Library Commission; Carleton B. Joeckel, Chicago Graduate Library School; Archibald MacLeish, Librarian of Congress; Carl H. Milam, A.L.A. Executive Secretary; Mary U. Rothrock, Tennessee Valley Authority Library; Forrest Spaulding, Des Moines Public Library; and Carl Vitz, Minneapolis Public Library.

Commenting that librarians need every possible assistance in their effort to serve defense workers, Commissioner Studebaker added that the advisory committee will help the Office of Education to decide priority needs of public libraries, based on the study being made by the Library Service Division, and will offer recommendations to meet these needs.

Julia Wright Merrill, Chief of the A.L.A. Public Library Division, has been assigned by the A.L.A. to assist the Library Service Division in its defense area library survey.

Philadelphia Survey

In view of the growing national interest in library coöperation, communities or groups within the library profession may be interested in the steps being taken in Philadelphia to survey resources, broaden the service of the Union Catalogue, investigate the possibilities of coöperative ordering, cataloging, interlibrary loan, and other activities made possible by a recent grant of \$20,000 from the Carnegie Corporation of New York.

A pamphlet of data compiled as a part of

a report of the recently completed survey of Philadelphia libraries has just been released by the Bibliographical Planning Committee of Philadelphia, a joint committee of the Philadelphia Union Library Catalogue and the University of Pennsylvania. The report shows the holdings of 150 libraries in Philadelphia and vicinity classified by subject. This is done by means of charts divided into 27 headings and explanatory notes which bring out in detail the special collections of individual libraries. The report is specific enough to be useful to the research worker as well as the general reader in Philadelphia, and it should prove to be valuable to librarians elsewhere in locating material for interlibrary loan. It might also serve as a pattern for other regional or state surveys of libraries. We have had quantitative surveys before, but none that combines the qualitative descriptions with the enumeration in such a convenient form.

MARGARET I. SMITH

*Superintendent of Reading Room
General Library, U. of M.*

Series of Radio Plays on American Freedom

A distinguished group of writers, entertainment stars, and radio workers, who recently set up a volunteer organization, the Free Company, is sponsoring a series of radio plays on freedom in America. The plays are given Sunday afternoons at 2:00 o'clock, eastern standard time, over the Columbia Broadcasting Company's network. James Boyd is national chairman of the Company. Serving with him on a general committee are Robert E. Sherwood, chairman of the writers' division; Burgess Meredith, representing the actors; and W. B. Lewis, C.B.S. vice-president, spokesman for radio.

Other members of the group, each of whom will write a play having to do with American liberty, include Marc Connelly, William Saroyan, Maxwell Anderson, Orson Welles, Stephen Vincent Benet, Paul Green, Archibald MacLeish, and George M. Cohan.

U. S. Report on Schools for Rural Leaders

A report on the schools of philosophy for agricultural leaders, sponsored in Michigan and other states by the U. S. Department of Agriculture, has just been issued by the department's Bureau of Agricultural Economics. Objectives of the program and statistics on attendance are included. Among forty sessions tentatively scheduled for the coming summer are schools for Michigan rural librarians, to be held at Waldenwoods, Hartland; Camp Shaw, Chatham and at Central State Teachers College, Mount Pleasant.

Study of Library Support in Preparation

Dr. G. Flint Purdy, of the Wayne University Library, Detroit, is at work on the writing of a report soon to appear in print, the material for which was gathered by the Library Revenues Committee of the American Library Association, of which he is a member. The subject of the report is "Bases of Public Library Support," and the purpose of the study is (1) to identify those factors which determine ability of a community to support public library service, and therefore, (2) to devise a technique for determining the amount of outside aid, including state and federal, which a given community would need in order to maintain a given level of public library service.

Council for Democracy Issues Handbook

A new handbook for community leaders has just been issued by the recently organized Council for Democracy. The handbook cites a variety of activities which groups and individuals may undertake in an effort to make democracy work in their own communities and lists projects of this nature sponsored by national organizations and their local affiliates. The effective agency of the library in such programs is pointed out. Raymond Gram Swing, chairman of the Council's board, has written the introduction. Libraries may receive a single copy of the handbook free on request to the Council, 285 Madison Avenue, New York City.

The Library—1941

(Continued from Page 16)

peoples, and to advocate continuing and expanding our cultural relations with all nations in spite of difficulties. The opportunities for coöperation with our nearest neighbors must no longer be neglected.

"A vigorous emphasis on issues which are of current importance to citizens should facilitate the achievement of the library's long-time objectives. Reading and study may be vitalized by being related to events and ideas which are stirring men's minds at the moment. The diffusion of knowledge and understanding was never more important to the welfare of mankind.

"When, as now, it becomes necessary to mobilize all educational and cultural resources for defense and for the preservation and improvement of the American way of life, it must be deplored that millions of Americans do not have library service. Until such service is everywhere available, a first objective of the American Library Association must be the extension and betterment of libraries, with local, state or provincial, and national support.

"The social and intellectual unrest growing out of the present world situation may lead to confusion and despair; or it may lead to a renaissance of critical inquiry and constructive thinking. Whether the result will be the one or the other will depend in no small measure on the ability of libraries and other agencies of enlightenment to adapt their services to present needs."

Librarians! Do You Belong to A. L. A.?

If not, why not join today?
Send for membership blank to—
Mrs. Dorothy T. Hagerman
West Side Branch Library
Grand Rapids, Michigan.

If you are in the Metropolitan area, send either to Blanche Tate, Montith Regional Branch, Detroit Public Library, or to Mrs. Margaret Johnson, Southeastern High School Library, Detroit.

AROUND THE STATE

Have You Heard?

THE formal opening of the Flushing Township Library, a gift to the village by the President of the Library Board, Marian Packard, was celebrated recently. Gifts to the library include a valuable album of historical pictures, early township documents, and a bronze plaque. The librarian is Mrs. Herbert Young and the assistant librarian, Mrs. Hazel Balcom.

Michigan Chapter of Special Libraries Association held its first international meeting at Edgewater Inn, Windsor, Ontario, on February 4. Mrs. Ruth M. Weir, Librarian of the *Windsor Daily Star*, was the hostess of the evening, and Harold M. Morden, Associate Editor of the *Star*, was the speaker.

The Buchanan Public Library was greatly expanded on March first, when it moved to new quarters in the American Legion building. The new location offers improved physical arrangement and doubled floor space for the growing book collection.

Northwestern High School Library, Detroit, is one of ten schools cooperating with the Library Service Division of U. S. Office of Education, Federal Security Agency, in a time study and cost-accounting survey of school library service.

The Metropolitan Library Club of Detroit is again conducting its annual series of Book Forums. Evening meetings are held each month at members' homes in each of the geographical sections of the city. William Keller, Librarian of the Utley Branch of the Detroit Public Library, is chairman of the activity. Information may be secured from Mr. Keller as to time and place of future meetings to which librarians and book lovers from outside the Metropolitan area are invited.

Some four hundred teachers in Royal Oak were invited to a tea given by the Friends of the Royal Oak Public Library in the Hans Andersen Room on Thursday, February 6. The occasion of the affair was the inauguration of a new service to parents, teachers, and others interested in group

work. Such individuals may withdraw for classroom, home, or club use the duplicate copies of juvenile titles which were used in the now-closed school stations. No limit is placed on the number of books taken or the length of time they may be kept, but the teacher or club sponsor withdrawing the volumes must assume responsibility for their safe return.

The Belding Memorial Library is to benefit by an endowment fund bequeathed by the late A. N. Belding. The gift, now in the form of stock, is valued at \$27,000.

On Tuesday, February 18, the Detroit Junior Librarians held their fourth annual "professional discussion" in the lounge room of the Merrill Palmer School, Mrs. Betty Dove, librarian, acting as hostess. The subject for the evening was "Propaganda and the Library."

A library has been recently established at St. Ignace. It is being decorated by artists from the Work Projects Administration, and includes, among other attractive features, walls covered with embroidered cloth.

Personal and Personnel

MRS. ANNA CLINGER SMITH, Assistant in the Department of Library Science at the University of Michigan, has accepted an offer to teach cataloging in the Library School of Emory University this summer. Eleanor Putney, Head Cataloger, De Pauw University, will carry her work in the Department.

Marjorie Post, formerly Librarian of the Patient's Library, University Hospital, Iowa City, is a new member of the Herman Kiefer Hospital Library. She is succeeding Mary J. Williams who recently resigned.

Isabella Swan who was on leave attending Columbia University last year, and formerly of the Trenton Library, is now in charge of the Lincoln Park Library.

Mrs. Florence Maple Brown, until recently librarian of the Detroit Engineering Society Library, is now connected with the school libraries of Detroit.

"The Librarian's Page," written by Mrs. Brown for the January number of the

Foundation, the official organ of the Society, was pleasantly and favorably commented on in the *Town Crier* column of the *Detroit Free Press*.

Elva E. Clarke, Librarian of the Employers Association of Detroit, died suddenly on January 10. Funeral services were held January 14 at Emporia, Kansas.

Mrs. Beatrice Heiliger, who has been on leave of absence for study at the University of Denver and the University of Mexico, is expected to return to the Detroit Public Library in March. Edward Heiliger, who has been attending these same institutions, will resume his position in the Wayne University Library.

Betty Mather has resigned her position at the Gladstone Public Library to become librarian of the Walter French Junior High School, Lansing.

Barbara Fleury, Librarian of the Durfee Intermediate School, Detroit, was hostess at a party for a number of librarians and friends, on Friday, February 21, at which Robert P. Tristram Coffin, the poet, was guest of honor.

Mrs. Margaret Hillman is the new Librarian at Coopersville, succeeding Mrs. Maude Streeter, who resigned after many years of service.

Adele Ewell, of the staff of the Michigan State College Library, is doing graduate work in Library Science at the University of Michigan during the current school year.

Contemporary Europe

(Continued from Page 6)

that its mechanized terrorism will have to be put down with mechanical giants created by the English and ourselves for that purpose. The time for full national defense is here now; national boundaries are erased. It is one-half of the world against the other. But whether or not Hitler and Mussolini can be completely squelched, we in America shall need to find a solution for the fundamental revolution of our time that is actually a middle ground between individualism and collectivism. We are evidently going to need to achieve this new ground by planning and acting during a war period, and more diffi-

cult still, after a war. To save any individualism after this war will be a real struggle. Schools, churches, libraries, service clubs, industrial organizations, and all other social groups are going to need consciously to give education in the democratic methods of life.

FREE GOVERNMENT MUST BE KEPT ALIVE

Our present problem is to keep the essential nature of free government alive in the face of present difficulties. War and tyranny, centralized government, calling of names in elections, corruption in high and low places, in all parties and all countries that we call democratic, confused thought on the adjustments within modern capitalism, all will hamper us in our attempt to achieve a solution of the basic issue. Something in the direction of the socialization of a free, responsive, and responsible government in an order fundamentally based on free enterprise and private ownership will probably be our answer. If we believe that there can be directing force in a revolution, now is our chance to show it. If not, we leave ourselves to fate, which may soon turn to despair. So in a word, the contemporary European revolution is also a western world revolution. It is more fundamental than the abrupt, violent fascist outbreak, although that revolution is extremely serious. We shall have to be prepared to meet the latter by military defense, but we must also move rapidly into a position which will give us stability during the fundamental social and industrial change which is underway here, in Europe, and in a large part of the rest of the world.

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- BORGESE, G. A. *Goliath; the March of Fascism*. 483p. 1937. N.Y., Viking. \$3.00.
A story of cultural nationalism in Italy; a primary source in some part.
- EBENSTEIN, WILLIAM. *Fascist Italy*. 310p. 1939. N.Y., American Book Co. (American Political Science series). \$2.50.
A sane discussion of contemporary Italy.
- HORTON, W. M. *Can Christianity Save Civilization?* 271p. 1940. N.Y., Harper. \$2.50.
A strong religious analysis of the present scene.
- KENNEDY, J. F. *Why England Slept*. 252p. 1940. N.Y., Wilfred Funk. \$2.00.

MAUROIS, ANDRÉ. *Tragedy in France*. 255p. 1940. N.Y., Harper. \$2.00.

SIMONE, ANDRÉ, pseud. *J'accuse! the Men Who Betrayed France*. 354p. 1940. N.Y., Dial. \$2.50.

Vitriolic in its condemnation of certain rightist leaders in France. Contains many good leads for the student to run down. No one knows whether or not it will stand the test of time.

TAYLOR, EDMOND. *Strategy of Terror; Europe's Inner Front*. 278p. 1940. Boston, Houghton. \$2.50.

TOLISCHUS, O. D. *They Wanted War*. 340p. N.Y., Reynal. \$3.00.

A balanced and sane account of the changes that took place in Germany after the first World War.

WERTH, ALEXANDER. *France and Munich: before and after Surrender*. 447p. 1939. N.Y., Harper. \$3.50.

———. *France in Ferment, 1933-1935*. 309p. 1935. N.Y., Harper. \$3.00.

———. *Which Way France?* 414 p. 1937. N.Y., Harper. \$3.00.

WOLFERS, ARNOLD. *Britain and France between Two Wars*. 467p. 1940. N.Y., Harcourt. \$3.75.

Excellent study of the foreign relations of the western states during the last twenty years. The penetration shown, the objectivity displayed, and the clarity of statement which characterize the book are enough to warrant its long usefulness.

Trustee Responsibility

(Continued from Page 11)

that this group will desire to exchange ideas with other state groups and to compare accomplishments within the state with accomplishments in other states. Every idea exchanged for the betterment of our system within the state not only helps all libraries generally, but results in the betterment of each local unit and gives to each community more efficient library service.

I know that it is difficult for many of you to accept the proposition that in order to protect our library structure the trustees must become politically conscious in their own communities and must organize as a state-wide group to protect the position which, through past legislation, you now

maintain. Unfortunately, revenue derived from taxation is in the hands of the politician. He makes the laws which provide for its collection, and he also makes the law which provides for its distribution. This is the system of our present democratic form of government. Since it is, we are charged to follow it. We cannot examine individually and study carefully each new taxation measure or other legislation which might affect our library, but we can delegate this authority to our state organization. As it is the duty of at least certain members of our board to protect the library in its dealings with local government, so also is it the duty of certain members of the state organization to protect the entire state structure from harmful legislation or damaging interpretation by the state government.

TRUSTEE ORGANIZATIONS

Government has made it necessary for the libraries to give additional service. It is also the duty of government to assist us with our problem by supplying us with sufficient revenue to meet our needs. This will not be done unless we, by organization, publicize the importance of our libraries to the citizens of our state and, by a vigorous campaign, educate our friends and bring to their attention our many needs.

I want to urge each and every trustee to help build strong state associations. With local political subdivisions using every possible method to protect themselves and improve their own budget, with many states facing reorganization of their library structure, and others having library laws amended or repealed, and with federal legislation for libraries pending, nothing is of greater help and assistance than that the trustees be solidly united to present to the lawmakers the type of legislation which will be most beneficial to their libraries. With unity of purpose to educate all of our citizens and to make each and every community library conscious; with a united front; with a well-planned program; and with a cause as just as ours, there is no reason to believe that we cannot meet every argument presented and champion successfully the position of our library in its community, state, and nation.

THE 1941 WHO'S WHO

Among Michigan Librarians

The Michigan Library Association

EXECUTIVE COMMITTEE

President: Mrs. Dorothy T. Hagerman, West Side Branch Library, Grand Rapids.

First Vice-President: Ann F. Wheeler, Eastern High School Library, Lansing.

Second Vice-President: Margaret Dundon, Carnegie Public Library, Ishpeming.

Secretary: Helen S. Cooper, Public Library Offices, Flint.

Treasurer: Grace A. England, Downtown Library, Detroit.

Cecil J. McHale, Department of Library Science, University of Michigan, Ann Arbor.

Eudocia Stratton, Central State Teachers College Library, Mt. Pleasant.

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Secretary: Merrill M. Jones, Michigan State College Library, East Lansing.

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(A joint committee of public, school and college librarians.)

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Bessie Jane Reed, Central High School Branch, Public Library, Kalamazoo, *Co-Chairman*.

Hester Schaberg, Hoyt Public Library, Saginaw.

Katherine Madigan, Public Library, Grand Rapids.

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Margaret Chapman, Public Library, Coldwater.

Gail Curtis, State Library, Lansing.

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Helen Campbell, Senior High School Library, Royal Oak.

C. Irene Hayner, University High School Library, Ann Arbor.

Eudocia Stratton, Central State Teachers College Library, Mt. Pleasant.

Jean Brand, High School Library, Grosse Pointe.

Barbara Fleury, Durfee Intermediate School Library, Detroit.

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Mrs. Helen Voorhees, Public Library, Flint.

Ruth Rutzen, Public Library, Detroit.

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Josephine Tandler, Public Library, Grand Rapids.

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Adah Shelley, Public Library, Pontiac.

Mrs. Lillian Navarre, Monroe County Library, Monroe.

Mrs. Elgie P. Crossman, Public Library, East Lansing.

Mrs. Gladys Shaw, Gladwin County Library, Gladwin.

Edward Dundon, Iron Mountain.

J. Adrian Rosenberg, State Board for Libraries, Jackson.

Hobart Coffey, Law Library, University of Michigan, Ann Arbor.

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Rebecca Wilson, Law Library, University of Michigan, Ann Arbor.

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Mabel C. True, Public Library, Detroit.
Mrs. Helen Fraser, Public Library, Kalamazoo.
Catherine Campbell, Law Library, University of Michigan, Ann Arbor.
Helen M. Leach, Public Library, Flint.
Veo Foster, Public Library, Grand Rapids.
Mrs. Esther Loughin, Michigan State College Library, East Lansing.
J. P. Carey, Central State Teachers College, Mt. Pleasant.
Elizabeth L. Ellison, Peter White Public Library, Marquette.

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Helen Good, Public Library, Flint.
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Elizabeth L. Ellison, Peter White Public Library, Marquette.
Mrs. Mabel Ford, Trustee, Jonesville.
C. Irene Hayner, University High School Library, Ann Arbor.
Samuel W. McAllister, University of Michigan Library, Ann Arbor.
Lucille Monroe, Carnegie Public Library, Iron Mountain.
Eudocia Stratton, Central State Teachers College Library, Mt. Pleasant.
Jean Butts, Public Library, Dearborn.
Mrs. Zoe Wright, W. K. Kellogg Foundation Library, Battle Creek.
Dorothy Dean, State Supervisor, W.P.A. Library Project, Lansing.

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(The members of this committee are working with representatives of the teacher-training institutions and other state educational groups.)
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Frances A. Hannum, Public Library, Ann Arbor.
Edith A. King, High School Library, Jackson.
Bessie Jane Reed, Central High School Branch, Public Library, Kalamazoo.
Ann F. Wheeler, Eastern High School Library, Lansing.

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Helen Crane, Public Library, Detroit.

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Glendora Bell, Public Library, St. Joseph.
Mrs. W. E. Parker, Trustee, Gladwin County Library, Gladwin.
Mrs. Cora H. Farrar, District Supervisor, W.P.A. Library Project, Birmingham.
Nada Reddish, Wayne Branch, Wayne County Library, Detroit.
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Elizabeth C. Ronan, Public Library, Flint.
John Banister, State Library, Lansing.
Tom Downs, W.P.A. Adult Education, Detroit.
Isabella Swan, Lincoln Park Library, Detroit.
Everett Petersen, Public Library, Detroit.
Rudolph Gjelsness, Department of Library Science, University of Michigan, Ann Arbor.

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Blanche Williams, Public Library, Flint.
Lucille Prange, High School Library, East Grand Rapids.
Mrs. Clemence Parks, Hackley Public Library, Muskegon.
Adele Hessel, Carnegie Public Library, Escanaba.
Marian Adams, Albion College Library, Albion.
Clarence Mitchell, Ferris Institute Library, Big Rapids.

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Marian Randall, Public Library, Kalamazoo.

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Samuel W. McAllister, University of Michigan Library, Ann Arbor.

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Gladys Dunn, Public Library, Grand Rapids, *Chairman*.
June Pitts, Junior College Library, Flint.
Virginia Summers, Public Library, Lansing.
Alfred Trump, State Library, Lansing.
Mary Katherine Hercules, Public Library, Hamtramck.
Dorothy Hagberg, Public Library, Detroit.
Mary Malnar, Hackley Public Library, Muskegon.
Carolyn Osgood, Public Library, Grosse Pointe.
Edward Heintz, University of Michigan Library, Ann Arbor.
Mildred Breuser, Redford High School Library, Detroit.
Pauline Johnson, Carnegie Public Library, Escanaba.
Margaret Bray, Hoyt Public Library, Saginaw.

Francis Steck, Public Library, Calumet.
 Eleanor Mason, Public Library, Kalamazoo.
 Helen Pratt, McGregor Public Library, Highland Park.
 Ruth Coles, Public Library, Ann Arbor.
 Harryette Gammon, High School Library, Mt. Pleasant.
 Margaret Dundon, Carnegie Public Library, Ishpeming.

GENERAL CONVENTION COMMITTEE

Alice M. Wait, Public Library, Traverse City, *Chairman*.
 Mrs. Evelyn H. Brown, Public Library, Traverse City, *Assistant Chairman*.
 Local Members: Mrs. Lewis R. Way; Mrs. Glenn W. Power; Dr. Frank Grawn; Mrs. Ralph Wilhelm; Mrs. Mary Kneeland; Lovisa Porter.

CONVENTION EXHIBITS COMMITTEE

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Libraries and the

National Defense

(Continued from Page 8)

Library Association, March, 1941); and "Military Training for National Defense," by Florence S. Hellman (American Library Association, March 15, 1941), are buying lists of special interest to the librarian in industrial areas.

Patriotic holidays, Education Week, and other occasions will afford the watchful librarian a special opportunity to help constructively in the moral defense of democracy through education. Forums, discussion groups, directed reading, book talks, and sound book selection will all implement her leadership in connection with such community activities. "Education for the Common Defense" must be our chief objective throughout the entire crisis.

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